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Iowa State Teachers College

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**THE ALUMNUS**  
FOR OCTOBER, 1940

*We Dedicate This Issue* — To the  
Memory of Dr. O. R. Latham, Third President

# TO A GREAT LEADER



DR. O. R. LATHAM

★ “. . . . And so tonight, let us pledge again our allegiance and loyalty to the IOWA STATE TEACHERS COLLEGE; let us renew our faith in its future, and let us go forth *with a sublime willingness to lose ourselves in the great work that lies ahead.*”

—First address to the Faculty, September 24, 1928, by President O. R. Latham.

# THE ALUMNUS

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## THE OCTOBER SUN FLOODS AGAIN THE CAMPUS HE LOVED

THE OCTOBER SUN, all gold, flooded over the campus—a trim, even romantic campus, with the browns and reds and yellow-greens of autumn. A curious silence hovered about, for the procession of the Sixtieth Anniversary celebration had just serpentine past the Campanile and the Commons, between long rows of hydrangia, then disappeared into the men's gymnasium between two glittering and sounding rows of the college band.

Inside, on the platform were curved rows of academic splendor, and in the audience sat two thousand eager persons, including the entire student body. The invocation had been pronounced. George T. Baker, president of the Iowa State Board of Education, had just introduced President O. R. Latham, the first speaker of the celebration.

### AN OVATION GREETED HIM

Dr. Latham approached the stand. He smiled, but he could not speak, for the applause that began firmly with his appearance rose in crescendo to an insistent roar. In a few short seconds it became an ovation, as genuine as the man who was about to speak. There could be no mistaking; everyone felt it. Now was the testimonial, now the unforgettable demonstration that makes it hard for the eyes to see clearly. Now sounded in overflowing measure the greatest of all rewards to men who lose themselves in an all-embracing task of devotion—a sincere, unstinted, heartfelt demonstration of appreciation.

Finally—a full minute later—the voice of President Latham sounded over that vast gathering, the warm, firm, friendly drawl that will never escape the memories of those who ever heard it. That was on October 8, 1937, and such is the fate of life that no one on that day had the slightest intimation that in less than three years, on July 9, 1940, the physical voice would be lost to the world forever.

But the meaning, the significance of that voice

will never be lost. And you will find in the memorial letters in this issue of the *Alumnus* the same sort of ovation—though expressed in words and hushed by reverence—that was expressed by the applause during the Sixtieth Anniversary convocation.

Again and again the writers of these letters—men and women from all walks of life—will begin with the brick and the stone, the landscaping and the sports fields. They will mention the great objectives, the far-reaching academic accomplishments. "These are vital monuments to his endeavor," they write. "We will build from here."

And then these writers will say, "But he was a friend. He was an unforgettable personality." And they will write the words from the heart, in such way that they remain the most important and final of all testimonials to a beloved memory.

"I do not remember what was said on one particular occasion," writes one alumnus, recalling a freshman interview, "but I will never forget the man who listened so kindly and patiently to what I had to say."

### HE STOOD FOUR SQUARE

Declared W. R. Boyd, representing the State Board of Education at the memorial service, July 11:

"Over a long life I have come to regard character as above everything else. Without character all other endowments are as nothing. President Latham had character. He stood four square to all the winds that blew." He never shirked any responsibility. If a decision was up to him, he made that decision and took the consequences. He could not dissemble: and because he could not dissemble he commanded the confidence and respect of all who had to do with him in any capacity . . .

"Those who were so fortunate as to be admitted into the holy of holies of his friendship, not only trusted him but loved him. He was so forthright,

so wholesome, so dependable! If he gave you his confidence and his friendship, you knew there would be neither 'variableness nor shadow of turning.' "

The words that represent character are general words. We say—and we mean it, straight from the shoulder—that Dr. Latham was above all devoted to his duties. And he was friendly, in his own inimitable, drawling sort of way. He was honest and forthright, having faith "in his own unshakable will." He was courageous; responsible; wholesome. He had a magnificent, dissolving sense of humor. He was kindly; he was a good listener. He was a first-rate administrator, and he strove to see that his workers and his students were happy. He was intelligent, in full possession of the facts on any given problem. He had vision, a philosophy, a course of action, and he held to the line unswervingly.

(He was a big man, too, broad of shoulder and powerful of arm, with a chin that meant business.)

And yet the ideals of character must be translated in life into concrete acts. Dr. Latham was that kind of a man. He acted. And you will find in the memorial letters the concrete and sparkling gems of personal reminiscence, permanent testimonials that the qualities of a great personality were a real part of Dr. Latham's life.

And on the campus and in the educational world, particularly in the teacher-training field, there also remain the lasting monuments to that personality. In an article that follows this you will find a concise appraisal of Dr. Latham's great contributions to TEACHERS COLLEGE. — Roy Furry, B.A. '35, Managing Editor of *The Alumnus*.

## AN UNSURPASSED RECORD OF ACCOMPLISHMENT

*By I. H. Hart, College Archivist and Director of the Extension Service Bureau*

IN CONSIDERATION of the fact that the twelve years of President Latham's administration covered the period of the great depression, which of necessity involved curtailment of the income of the college both from appropriation and tuition sources, the accomplishments of these years, when viewed as a whole, constitute an objective record

which speaks more eloquently than any mere words could do in proof of Dr. Latham's success as an administrator.

This record of accomplishments involves every phase of the institutional life and policy: the physical plant, courses and curricula, the administration, the faculty, and the student body.

### THE PHYSICAL PLANT

The PHYSICAL PLANT has been improved and expanded. The interior of every building has been redecorated. Many rooms, including the Auditorium, have been completely refurnished. New offices have been constructed and furnished. Gilchrist Chapel has been completely reconstructed and refurnished. The Women's Gymnasium has undergone a complete interior reconstruction and one of the finest swimming pools in the country has been built as an addition to it. To the facilities for physical education have been added ten Laykold tennis courts. The NEW BUILDINGS ERECTED during this period are, in the order of their construction, the Heating and Power Plant, 1932, the Shops and Garage building, 1932, the Commons, 1933, George T. Baker Hall for Men, 1936, Homer H. Seerley Hall for Men, 1938, the Stadium and Field House, 1939, Lawther Hall for Women, 1940. The entire campus has been landscaped, new walks and drives constructed, and a new lighting system installed.

### ADMINISTRATIVE REORGANIZATION

A number of NEW OFFICES AND BUREAUS have been organized. The most important of these is the office of the Dean of the Faculty. Placement service has been reorganized and expanded, and Bureau of Research, of Publications, of Alumni Affairs and Public School Relationships, and of Religious Activities have been created.

The system of BUSINESS PROCEDURE AND ACCOUNTING has been completely revised. The payment by each student of a college fee in addition to tuition has placed athletics, health service, student publications, the Men's Union, the Women's League, and the Commons on a sound financial basis.

The number of DEPARTMENTS OF INSTRUCTION has been reduced from seventeen to thirteen. A Senate, composed of heads of departments and  
(Please turn to page 29)





DR. MALCOLM PRICE . . . FOURTH PRESIDENT

## IN HIS HAND THE TORCH IS GIVEN

**W**HEN YOU RETURN for the Homecoming, October 26, and drop in for a visit with the president, a new man will rise to greet you from the presidential chair. The new man will be Dr. Malcolm Price, fourth director of the destinies of the IOWA STATE TEACHERS COLLEGE.

Although, of course, no other personality can exactly replace that of President Latham, alumni will find that the college that he and they loved so well is in safe and capable hands. Moreover, they will learn that no less than a college chum and one time classmate of the former president has caught up the torch of progress he carried so zealously and is ready to press forward in the cause of a greater IOWA STATE TEACHERS COLLEGE.

Announcement of the appointment of the Iowa born and Iowa-educated president was made on August 12 by Miss Anna B. Lawther of Dubuque, chairman of the faculty committee of the Iowa State Board of Education. Dr. Price took up his duties on September 1.

In the interval between Dr. Orval Ray Latham's death, July 9, and September 1, Dr. M. J. Nelson, dean of the faculty, served as acting president.

The appointment of Dr. Price brings to light one of those coincidences which mark the course of man's affairs. For back in 1928, if Ray Latham and Malcolm Price could have seen twelve years into the misty future, they would surely have struck up an excited, though peculiar conversation.

Ray Latham was completing work on his doctor's degree at the University of Iowa—Price was working on his master's degree at the same university—and both men sat at desks in the same room.

But neither knew that following Latham's untimely death in 1940, Price would succeed him to the TEACHERS COLLEGE presidency.

### HIS BACKGROUND

THE COURSE OF DR. PRICE'S LIFE AND WORK has fitted him eminently for the training of teachers.

Born in Carroll, Iowa, on July 6, 1895, the new president lived the first eleven years of his life in that city, but he was graduated from the Newton High School in 1914, his father having been a building contractor in Newton. Following the attainment of his bachelor of arts degree from Cornell College, Mt. Vernon, in 1918, the president served in the army.

Then Dr. Price worked for two years as a commercial chemist in Chicago, to obtain a practical basis for the teaching of high school science. After teaching for a time in the Harrisburg, South Dakota, high school, he served four years as that city's superintendent.

While at Harrisburg, Dr. Price studied summers at the University of Iowa, and in 1927 he took up residence work in Iowa City, combining teaching and a research assistantship with his graduate studies. He was awarded the doctor's degree in 1929, with a major in educational supervision and administration.

Dr. Price presented as his thesis a study of the rural and city public school personnel of Iowa. This study was based on a return, over 90 per cent complete, from an all-inclusive questionnaire mailed to 25,000 of the state's public school administrators. The new president was also joint author of "Teacher Supply and Demand in Iowa," a University of Iowa study in education, published in 1932.

Dr. Price went to Detroit in September, 1929, as administrative assistant to Charles L. Spain, deputy superintendent of schools. From 1934, until coming to Cedar Falls, he served as director of personnel under Superintendent Frank Cody, in a system which includes some 10,000 employees, more than 7,000 of them teachers. In addition, Dr. Price had charge of the site and school building program of the Detroit system.

Mrs. Price, the former Mary Emily Day, though a native of Omaha, was also graduated from Cornell College, in 1919, with a major in public speaking and English. Later she took graduate work at the University of Iowa and taught in the high schools of Vinton, Omaha, and Sioux Falls. The Prices were married in 1921 and have two children, Nancy Jane, 15, and John Day, 20 months old.

#### THOSE WHO WENT BEFORE

AS THE FOURTH PRESIDENT OF TEACHERS COLLEGE, Dr. Price follows a notable line of predecessors and joins a long and continual procession of material and academic progress.

When James Gilchrist became principal—not president—of the newly founded Iowa State Normal School on September 6, 1876, he came to a single building on College Hill, which was then bleak and uninhabited. The building had a short time before been abandoned as a home for orphans of Civil War soldiers. On the first day of school there were four instructors, one grounds and commissary superintendent, and twenty-seven students. In those days the students poured their drinking water from pitchers, studied by the light of kerosene lamps, and slept on straw ticks. They were confined to the building after seven o'clock in the evening!

In the sixty-four years which have followed that first day of school, College Hill has grown to

blend with the city of Cedar Falls, and TEACHERS COLLEGE has grown to become generally recognized as one of the leading institutions of its kind in the country. Today, instead of four faculty members, there are 148 full time instructors, and in place of twenty-seven students, there are now 1,800. At one time, in the halcyon days before the depression, there were on occasion more than 3,000 students on the campus. And, although the original building still stands—it is now called Central Hall—twenty-five other principal buildings have risen to take their place on a well-groomed campus.

Two men were leaders of this exceptional progress—Homer H. Seerley, president from 1886 to 1928, and Dr. Latham, president from 1928, until death cut short his career.

Homer Seerley, who became known as the "grand old man of Iowa education," died on December 23, 1933.

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#### DARKNESS INTO DARKNESS

*Gwen Wescott, B. A. '37.*

ELEVEN o'clock at TEACHERS COLLEGE—one of those misty nights when the lamp lights shimmered on the walks and the campanile loomed friendly and dim above the trees.

Nearby were the Commons, new and beautiful, Baker Hall, the open space which Dr. Latham planned for a women's hockey field. Only a short time before he had shown several blueprints in his office, explaining carefully for the readers of the College Eye his dreams for a greenhouse, for an addition to the women's gymnasium, and still other improvements to a college he must have loved very much.

He appeared out of the mist suddenly that night, a bit tired looking, and lost in his own thoughts. How much there must have been to solve there in the rain—so many of the petty interruptions of the day to sweep into their places, so many important things to consider and evaluate.

"Good evening, my young friend," he said, with the dignity and friendliness that he always had for a student. And then the president of TEACHERS COLLEGE paused for a moment in the fine rain, nodded, and walked on into the darkness of his campus.



HIS FAVORITE TREE

THE COMMONS

## EDUCATORS, OFFICIALS, PAY TRIBUTE

### OUR HEARTS SPEAK

*George A. Wilson, Governor of the State of Iowa, Des Moines*

**I**N TIMES of sorrow words come from the heart. It is our hearts which speak as we mourn the untimely passing of Orval Ray Latham.

His steady rise from humble position to a place of great influence in our educational system will long stand as a tribute to our free America, where alone such progress by the individual remains possible. Thus do we enjoy the gift and talent of an entire citizenry, each choosing his own field and climbing to the best of his ability.

Dr. Latham's career was cut short. His service, in a greater sense, was ahead of him. We who know of his record of devotion to the youth of America through teacher-training will sometimes wonder if our future course would be other were

Dr. Latham's steady hand and clear heart still guiding us.

May we take counsel of the sound views and the ideals of this man, that in the coming years our educational system will go forward as it would have if he had lived. May his inspiration be with us. May his high service to the purposes of education be implanted in those who follow, that our professional loss will not be great, as he would hope it would not be, even though our personal loss is deeply felt.

### HE ASKED LESS, GAVE MORE

*Nelson G. Kraschel, former Governor of the State of Iowa, Harlan, Iowa*

THROUGHOUT THE years that I served the State as Lieutenant Governor and Governor, Mr. Latham was President of the IOWA STATE TEACHERS COL-





THE ANNA B. LAWThER HALL FOR WOMEN

LEGE. Our friendship grew as we counseled over appropriations, and I learned to admire him as a capable, modest, Christian gentleman. His demands upon the State Treasury for the prosecution of his duties were less, in proportion to the service rendered, than many of us considered an adequate amount. He gave so liberally of his own time and talent that we felt that he might better have asked for more money, and thereby relieve himself of personal burden. The State of Iowa will long remember him as one of its outstanding educators, contributing perhaps more of his physical resources and talents than is expected from the average public servant.

#### HIS MISSION WAS LEADERSHIP FOR THE COMMON SCHOOLS

*F. H. Anderson, Member of the General Assembly of Iowa*

IN TEN YEARS President Gilchrist laid sound and substantial foundations of a great State Normal School. In a lifetime of magnificent service President Seerley made of it an outstanding STATE TEACHERS COLLEGE.

And then to the presidency came a younger man

keenly attuned to the demands of the times, one with a clear vision of the institution's wants, with aggressive courage, diplomatic judgment, and a far view into a future of troublous times and swiftly changing scenes. Like his predecessors he, too, came up out of the ranks by the hard way. No, he didn't come all the way alone. He loved to tell of his devoted wife and loyal ally who had made the rugged road of success so much easier and contributed so much to his achievement. For her part in his high attainment of public service the State is deeply indebted.

Orval Ray Latham possessed many qualities and qualifications that made him a natural choice as a president of a great teachers college in the heart of the Middle West. He knew the masses, *the people*. He understood them, loved, and trusted them. He was conscious of the growing conviction that the big hope of our country's destiny lies not in the hectic life of our congested metropolitan centers but in the sane, sober, constructive thinking of our agricultural areas. He keenly sensed that we shall need calm, courageous thought and action to tide us through these turbulent times and come out of it all a nation with well-balanced political, economic, social, and spiritual values. He clearly

discerned that the enlightened intelligence of an informed citizenry is the surest safeguard of security. He knew that our elementary school system is the public agency of mass production in the field of educational preparedness, that as go the masses, so goes the country, and that the province of a teachers college is to provide the highest type of competent teachers that the people are willing and able to pay for. He had no illusions of making the school a university, but he did have the highly laudable ambition to make it the best teachers college in the land.

Latham's conception of educational and cultural values was intensely practical. While insisting on essential recreational activities to keep the student body physically fit, he knew that a properly trained head and heart must be the guardian of a body inured to the arduous undertakings of a strenuous life. It seems clear that the underlying principle of all his efforts was to give to the common schools a leadership that would meet the urgent requirements and the pressing needs of the times. In a relatively brief period of service, President Latham took Teachers College a long way on its destined course of achievement. He did it by giving to the cause, to the institution and to the State all that he was and all that he had, even unto an untimely death.

## HE WAS A SELFLESS LEADER

*Jessie M. Parker, Superintendent of the Department of Public Instruction, State of Iowa, Des Moines*

ASSOCIATED THROUGHOUT a number of years with Dr. Latham in the development of various state-wide programs of an educational nature, we here at the department saw only one facet of his nature. That facet however was well defined. There was nothing of uncertainty about his opinions concerning education, nor about his position on any pertinent question.

Perhaps the first characteristic to be noted was the readiness with which he would grasp a situation and its implications. He was apparently able to bring all the resources of his varied experience to bear upon an immediate problem. His understanding was quick and accurate. And yet, he did not express an immature judgment. Unemotional in attitude, he weighed carefully all the aspects of a matter, gave consideration to all the factors; and when his judgment was revealed, it commanded the confidence and respect of his fellow-workers.

Another characteristic of Dr. Latham was his

SEERLEY AND BAKER HALLS FOR MEN



singleness of purpose. He had a remarkable tenacity in carrying through a program that had been agreed upon. In developing a plan he would envision every possibility. When the plan had been adopted, his agile mind at once focused upon the desired end; and he could not easily be diverted from the path leading to that end.

Too, his conduct and conversation never gave evidence of any thought of self or selfish interest. Thoroughly prepared for his work and calmly confident in it, he neither doubted his powers nor withheld his effort. He gave himself without stint in unselfish service to the cause at hand.

Others will write of him in other associations, but this department will remember him as the alert, thoroughly prepared, determined, selfless leader of educators.

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### THE BEST TRIBUTE IS TO GIVE OUR BEST

*Agnes Samuelson, President of the Iowa State Teachers Association, Des Moines*

DR. O. R. LATHAM SERVED as a member of the board of educational examiners during the entire time of his presidency of the IOWA STATE TEACHERS COLLEGE. As superintendent of public instruction it was my privilege to work with him on the board of educational examiners for several years. We always found him keenly alert to the problems of teacher education in this state and in the country, and ready to take forward steps in their solution. He gave devoted service to the cause and always found time to attend the board meetings. We could always rely upon him.

He never swerved from his absorbing objectives to promote the improvement of schools through the improvement of teaching. The best tribute we can pay him is to give our best efforts to the fulfillment of this same purpose.

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### IT WAS A TITLE OF HONOR

*Dr. Forest C. Ensign, Professor of Education, University of Iowa*

THE HISTORY of a university is the record through the years of its graduates. The real life of a university is that of its active sons and

daughters. To the University of Iowa, Orval Ray Latham gave of his short fifty years, thirty-three, first as an undergraduate, then as a loyal alumnus, wielder of a powerful, dynamic influence in the several communities it was his lot to serve. But it is not of the scholar and skilled administrator I write at this time, but of the boy and man whose vigorous life added so much in this third of a century to the life of the University of Iowa as well as to our state.

It was my privilege to know the lad of seventeen, to follow his career through those years of testing until at last he became president of the institution that long ago helped me to discover what direction my own life was to take. It was in the undergraduate years from 1907 to 1911 that those who knew Ray Latham began to recognize those characteristics of leadership which his comrades of these later years knew so well. The fact that he was known by the nickname of "Pep," is significant. Named by the students, sensitive always to outstanding leadership, it is this title of honor by which many of us will always remember him.

Young Latham was graduated from the University at twenty-one, and for a year was superintendent of the little school at Coggon in Linn county. The other day I drove up to this pleasant little village to see how that year had counted, and the result of my visit gave me new confidence in the importance of the teacher's personality as a permanent factor in the lives of his students. *The men who were boys in 1911 especially remember their young superintendent, not for what he taught them but for what he gave them of himself.* But the girls also remember him. The charming president of the school board last year was a high school freshman then. In due time this girl went to Cedar Falls, became a teacher, and since marriage has continued her inspiring service to boys and girls by directing the 4-H work in that part of the state. She pays eloquent tribute to the man who shaped her early academic career. Another woman with whom I talked went on to Coe, graduated, and also taught for a time. She, too, was given a new outlook in this single year. The faces of people shine as they speak of this young University graduate.

And so it is in the other towns where Dr. Latham served as superintendent. He had his plans, of

course, and an over-ruling providence must have guided him in shaping them. But in no position he ever held was he thinking overmuch of what his next professional step might be. He was living his whole life in the community that had commanded his leadership.

It is an inspiring thing to follow this boy and man through the years for which we have the record at the University. But he was not narrow in his devotion, for he spent at least one summer at Ames, preparing the better for his work. Nothing he was ever called upon to do seemed to him impossible. If it was in the line of duty it was to be done. These fruitful years at TEACHERS COLLEGE, too short, yet a brilliant chapter in its history, show how well Dr. Latham succeeded and how constructively he built upon the foundations laid by President Seerley, another great leader who has blessed the state in devoted service.

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### HIS INFLUENCE WAS PROFOUND

*John Scholte Nollen, former President of Grinnell College, Grinnell, Iowa*

MY ACQUAINTANCE with President Latham was only casual until we were both appointed as members of the reconstituted State Board of Educational Examiners in 1933. Before that my contact with him had been largely through the North Central Association of Colleges and Secondary Schools, an organization which he served as one of its most efficient and valued examiners. I knew that his investigation was always reliable and searching, as well as friendly. With our common work for the Board of Examiners, we became close friends as well as sympathetic associates in our labors on behalf of good education in Iowa. Though he represented a professional school under state control, and I an independent "private" college of liberal arts, our ideals and purposes were as nearly identical as those of two men with different backgrounds and official experience can well be. What impressed me most about his thinking and his methods was his transparent honesty, his complete sincerity, and an integrity of mind and heart that one misses too often among men whose leadership has political implications.

President Latham succeeded in combining loyal-

ty to his own institution with an equal loyalty to educational principles. He was unwilling to compromise the deeper values of the TEACHERS COLLEGE for the sake of external extension or popular appeal, and he worked with all his power against the common tendency of educational institutions to reach beyond their natural limits into inviting fields which they are not best equipped to cultivate.

In his contribution to the work of the Board of Educational Examiners, Dr. Latham was always the clear-headed champion of the best standards possible under the confessedly imperfect legislation that controlled our action, always a scornful enemy of sham in any form, always interpreting our function in the light of any possible future improvement in the legislative basis of our work. His knowledge of the science and the art of teaching was broad as well as profound, and his own varied and successful experience in this field made him a wise counsellor. His discussion of our problems was uniformly illuminating and helpful. It was in no small measure due to his participation that the work of the Board was always done in a cooperative and irenic spirit; I have never known a group of men to work together in finer harmony. We who were his fellow-members had the highest regard for him as an expert and an adviser; we valued him the most as a friend and colleague.

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### WOULD THAT HE HAD ANOTHER QUARTER CENTURY

*Dean T. C. McCracken, School of Education,  
Ohio University, Athens, Ohio*

ORVAL RAY LATHAM was called to Ohio University to a position as Professor of Education in September, 1924. When President Elmer Burritt Bryan interviewed him in Chicago and invited him to become a member of the staff, Mr. Latham's rather characteristic remark was, "Well, President Bryan, if you and the dean believe that you can make a college professor out of me, I am willing to let you try."

Before that time Mr. Latham had not given much thought to becoming a college professor, much less a college administrator. He entered upon his duties with unusual zest and an attitude which marks only those who are outstanding in



their fields of endeavor. He needed many hours for the organization of instructional materials and gave so unstintingly of his time that he refused to take part in leisure activities which his fellow professors enjoyed. He refused to take late afternoons for golf, although he was a golf enthusiast. His meticulous care and thoroughness very soon resulted in his being recognized as a sound scholar. His scholarly opinions carried weight not only among his co-workers on the staff of Ohio University, but also in the meetings of national associations. His discussions and the papers presented on various occasions were always of high order and received attention which indicated the confidence which was placed in his opinions.

After offering courses in education at Ohio University for two years, he was made Director of the University Elementary Training School in the fall of 1926. His year in this position won for him the confidence of supervising critics and those engaged directly in teacher preparation. At the close of that year, he requested a leave of absence to continue his work toward the doctorate at the State University of Iowa. Ohio University considers herself fortunate and favored that she could enjoy the services of Mr. Latham for three years. At the close of his leave of absence, he accepted the presidency of the IOWA STATE TEACHERS COLLEGE.

Mr. Latham's success in his career was, however, merely the counterpart of his very human life as a companion and friend. He was always thoughtful for those with whom he associated and was known by his students, co-workers, and more intimate friends as one who was always concerned for their success. He had a keen and discriminating sense of humor. He enjoyed his friends, and was always one of the cheeriest and most considerate members of any social group. Those who knew Dr. Latham feel that one of their good friends has gone.

Teacher-preparation has lost one of its staunchest advocates just at a time when strong men are needed to prepare teachers who are to mold the lives of new generations in American life. Would that another quarter century had been granted him for safe thinking and forceful action—for leadership in the preparation of teachers.

## IF HE HAD A SHORTCOMING, IT WAS HIS MODESTY

*Dr. Charles H. Judd, Head of the Department of Education, University of Chicago*

THERE NEVER WAS A MAN more completely devoted to his work than was President Latham. Every new building that was erected on the campus during his administration was planned with the most careful and intelligent attention to details. No one could go through these buildings under the guidance of President Latham and hear him discuss the services which they were designed to render, and were successfully rendering, without realizing the thought and effort that had gone into their planning.

Even more significant than his attention to material equipment was President Latham's deep concern for the educational and moral aspects of the life of the institution over which he presided. He knew very fully the achievements and characteristics of each member of the faculty. He was untiring in his efforts to contribute in every way possible to the instruction given in classrooms and to the training in conduct and attitude of the students.

He did not for a moment attempt to dictate what his colleagues should do. He was intensely democratic. If the man had one shortcoming, it was his modesty. He thought of the faculty as responsible for the curriculum, and as in charge of the major policies of the college. He never assumed, even in his most personal thinking, an authoritative attitude.

In his relations on committees and national commissions outside of his own institution, he showed the same characteristics that he exhibited in his own office. He was always objective and earnestly desirous of basing every judgment that he rendered on absolutely sound grounds. I can testify that his deliberate thinking and his pronouncements, often colored by a touch of delicious humor, were the salvation of committee situations which were tense and likely to be unproductive but for his contributions.

The educational system of the United States is richer for the fact that he was an influential factor in it during the years of his professional career. All who were associated with him will remember

with high appreciation his integrity, his singleness of purpose, and his effective services in raising standards in many aspects of school work.

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## WE ARE GREATLY INDEBTED

*Dr. George F. Zook, President of the American Council on Education, Washington, D. C.*

THE FIRST TIME I met Dr. Latham was in connection with the survey of the Iowa state institutions of higher education something over ten years ago. Although he had been president of the college only a short time, I was deeply impressed with the progress which it had made in the quality of its organization and work.

Following that acquaintance with President Latham, it was not difficult to persuade Dr. Henry Suzzallo, President of the Carnegie Foundation for the Advancement of Teaching, that he would be especially well fitted to participate in the survey of higher education in California undertaken by the Foundation in 1932. The members of that commission will always remember not only President Latham's keen insight into the teacher education problems of California, but also his delightful humor which lightened our discussions.

But before and after the California survey I remember with gratitude also the sacrificial interest which he took in the work of the Commission on Higher Institutions of the North Central Association. The North Central Association is greatly indebted to him.

With this wealth of personal acquaintance with President Latham, it was quite natural that, as President of the American Council on Education, I should try to avail myself of his aid and guidance. The most definite illustration had to do with the beginnings of the present teacher education survey and is so far largely a piece of unrecorded history. Some of us had been talking about the need of a fundamental study of this field, but there was a certain amount of inertia to overcome and a need for someone to stir the imagination and determination. After several conferences, in which the proposal made some headway, there was to be a kind of final discussion before our Problems and Plans Committee. As a part of our program for that meeting I arranged to have President Latham

sound forth on the need for such a study. He seemed inspired. Part of the time he criticized our indifference, part of the time he laid emphasis upon the tremendous possibilities that might grow out of it. I attend many committee meetings. Most of them are not inspiring occasions. But I shall never forget that meeting. There was no question thereafter that the Council would endeavor to carry on a great study of teacher education. Few people realize, perhaps he himself never knew, how much the present study of teacher education owes to President Latham.

Naturally I feel as though I have lost a fine friend. I know that education cannot find another like him. He has left many benefactions behind him. His devoted spirit will linger long, not only over the IOWA STATE TEACHERS COLLEGE, but over the whole of Iowa and indeed over our entire country.

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## HE NEVER EVADED HIS RESPONSIBILITY

*Dr. George A. Works, Department of Education, University of Chicago*

MY ACQUAINTANCE with President Latham began about ten years ago in connection with the work of the Commission on Higher Institutions of the North Central Association of Colleges and Secondary Schools. He was much interested in the work of that organization and devoted a great deal of time and energy to its advancement. When the new accrediting procedures were put into operation, he was a member of the original group of examiners who visit institutions seeking membership in the Association. This work is of an exacting character and above all calls for a judicial and objective attitude. The reports made by former President Latham as an examiner bear ample testimony to his fairness and his scientific attitude in dealing with the problems an examiner meets.

The other most intimate professional relationship I had with him was in connection with a survey of IOWA STATE TEACHERS COLLEGE in which I participated. This survey called for a critical review by five or six experienced observers of several phases of the college's activities. Naturally a study of this nature involved many aspects of the

institution's work for which President Latham was either directly or indirectly responsible. At no time during the study was there any disposition on his part to shift responsibility to others for deficiencies that may have been found.

Publicly supported education and teacher education have sustained a severe loss by the passing of President Latham. His influence will be greatly missed in the North Central territory and in the work of the Association. Those of us who knew him intimately find a great gap is left in our friendships by his passing.

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### LITTLE DID I ANTICIPATE WHAT TRAGEDY LAY AHEAD

*Dr. A. J. Brumbaugh, Secretary of the Commission of Higher Education for the North Central Association, Chicago*

PRESIDENT LATHAM enjoyed the respect and confidence of a wide circle of colleagues because he was a leader in higher education, an able administrator, and a warm personal friend. He was so quiet and reserved, almost retiring that one came to recognize fully his sterling qualities only after working with him intimately over a period of years.

As an examiner for the Commission on Higher Institutions of the North Central Association he was objective and impartial in his appraisal of the institutions he visited. He had both a clear conception of the essential characteristics of a good educational program and the ability to discern the elements of strength and weakness in an institution. He was calm and deliberative in weighing all the factors bearing on a crucial question; but once a decision was reached there was seldom any disposition either on the part of the institution concerned or on the part of the Board of Review to question his conclusions. It is a high tribute to his fairness and his sound judgment that administrative officers of institutions whose programs he criticized most severely regarded him as a sympathetic friend and frequently sought his counsel.

President Latham welcomed the same type of objective evaluation of his own institution that he repeatedly made of others. As a member of a staff, which at his own request made a survey of his college, I gained an insight into the systematic

method with which he managed administrative affairs. He welcomed suggestions and accepted criticism without protest or alibis. He was in no sense an opportunist who dealt merely with issues of the moment; he envisioned a long-term plan of development that was carefully formulated step by step. It is readily understood by one who spent some time on his campus in close observation of his administrative procedures why he was regarded by all as a leader.

An untiring worker, President Latham engaged in all too little recreation. His devotion to his family and his participation in their plans and activities, although often more limited by professional demands upon his time than he wished, was one of his chief releases from the tensions of his busy life. Next to his family, he enjoyed the associations of his friends. A twinkle in his eye usually foreboded the expression of gems of subtle humor which those who shared his moments of social recreation will always cherish. It was this sense of humor that often served to break the tension of deliberative conferences at the appropriate psychological moment.

Little did I anticipate on the next April evening which he so generously gave me as his guest what tragedy lay just ahead. He seemed a bit more contemplative than usual on that evening. A deep feeling of affection that never expressed itself in words was manifested. A kindly tenderness may have conveyed what he knew but what I then did not understand. It was the kind of occasion that in retrospect takes on an abiding meaning. He was a friend of rare quality.

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### HIS DEATH IS A REAL LOSS

*George H. Hilliard, B.Di. '10, Chairman of the Department of Education, Western State Teachers College, Kalamazoo, Michigan*

AS AN ALUMNUS OF IOWA STATE TEACHERS COLLEGE, I was deeply grieved to learn of President Latham's death.

I knew President Latham both as a fellow student at the University of Iowa and as a co-worker in the professional field. I always held him in very high esteem and have gloried in his record as president of my Alma Mater. His death brings a great

professional loss to the nation and a personal loss to thousands who knew him as president of one of the leading teacher education institutions in the United States.

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## HIS WORK WILL LONG ABIDE

*Dean C. H. Oldfather, College of Arts and Sciences, University of Kansas, Lawrence*

PRESIDENT LATHAM and I were associated for the six consecutive winters before his death as examiners of institutions of higher education for the North Central Association. The Association had called upon President Latham occasionally in the past for such a service, but when the new accreditation procedure was inaugurated in 1935, he and I constituted one of the three pairs of examiners appointed at that time and were the only pair to continue unbroken over this period.

During these six winters we visited forty-one institutions in all, remaining on each campus two full days. Our work was so planned that each winter we would have one trip of twelve days to two weeks duration, on which we would visit as many as four colleges. Other trips would be less extended. We ranged together over an area bordered by and including Michigan, Ohio, North Dakota, New Mexico, Oklahoma, and Missouri. Naturally on such travels our associations were most close. Almost every habit and idiosyncrasy, the philosophy of life, the views on every known subject from the gold standard to the new morals of one of us were known in detail to the other. We came to be able even to order each other's meals without hesitation. As we passed the time in hotels, at meals, on station platforms, on trains, we differed and agreed on almost every subject under the sun with the utmost candor and sincerity and remained the best of friends. These trips we took together and the friendship they engendered will always remain among the choicest of my memories.

The position of an examiner is one that lends itself easily to abuse. To the institution upon whose request for accreditation he must make a recommendation either for or against, his visit to its campus is a moment of great consequence. For the time being its fate is almost entirely in his hands; for of the forty-one recommendations upon

the accreditation of institutions submitted by President Latham and myself, only one was reversed by the Association. An examiner may easily carry himself "high and mighty"; because of a more varied experience in educational problems he is tempted to become didactic; since there is more work involved than two men can accomplish thoroughly in two days, he may perform his task in a perfunctory manner; above all, having had to make decisions himself on countless educational problems over many years, he may be dogmatic.

No one of these faults, or, indeed, one related to them, was ever discernible in President Latham in the six years as I watched him carrying on this most important work for education in the Middle West. Under every circumstance he showed the utmost courtesy, tact, sympathy, and understanding. Never dogmatic, he replied time and again to some administrator, "Yes, that may be well and good, but here is another way of looking at the matter." If advice was requested, he was most generous in proffering it. I recall well one college in which a most serious and devoted board of control, in order to attain a highly desirable end, had established a form of administrative interlocking which, when considered in all its implications, was thoroughly wrong. Upon request, President Latham spent three hours in the evening, after two full working days and when we could have been on our way to another institution, explaining what was wrong in the organization, and how this could be corrected without sacrificing the desired end.

President Latham's work as an examiner was, of course, unknown to the general public; but the results of it in the Middle West will long abide, and for good.

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## No Fair Weather Fan This Man

Enthusiastic in his support of all worthy student enterprises, Dr. Latham was no fair weather sports fan. Come rain, shine, sleet or snow, he could always be found at football games sitting with Mrs. Latham out in the stands just north of the press box. Only the press of official business could keep him away from a TEACHERS COLLEGE football game, whether it be a sunny October afternoon or an early November blizzard.

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THE CAMPANILE

## TOWNSFOLK, FRIENDS, REVERED HIM

IT IS ALWAYS LATER  
THAN WE THINK

*V. W. Johnson, President of the First National  
Bank, Cedar Falls*

THE CAMPANILE CLOCK struck three. The President suggested it would be cooler in the small parlor. We sat facing each other near the windows. He was apologetic for requesting the interview—gallantly so.

Then he talked about it. The eminent surgeon had been frank. Men must eventually reckon with that hazard. But the substance that has been husbanded for such emergencies, is it properly planned? Would it be better thus or so? The bells were ringing four o'clock. The decisions had consumed but an hour.

Now he leans back and does the talking. Plainly, he has an epoch to unfold and time presses. Pomeroy, Le Mars, Duluth, Athens, Cedar Falls

—a veritable cavalcade of devotions to the ideals of American education. We finally remark casually of the singular opportunity he has had to do great good for his state and for education. Few men are so chosen by fate. It might have passed him by. He agrees. His voice rises as he defends himself from his critics. He is eager now. The achievements justified his course. The Commons, the dormitories, the stadium, the intellectual stature of his staff, the greater facilities for building character—these are his contributions to progress and to the art of better living, and thus, his compensations.

His voice modulates as he speaks of his family, the young doctor, the yet more youthful daughter and—Helen. He pauses. Soon they will all be home for a few days together and then—the Great Adventure. His eyes wander out the window and across the shady summer campus and the words gradually melt away into his thoughts. Only the muffled street sounds disturb the quiet of the room.

The bells strike five—or do they toll? We rise and shake hands. We say something about the unfairness to family and friends to preemptorily throw in the towel. We use men's talk. We do not minimize the risk. We gruffly ask for courage and confidence. He smiles wanly. He is a realist.

We walk to the door together. The shadows are lengthening for the day—for him—for me. Is it always later than we think?

He was my friend.

## I REMEMBER HIS BOYHOOD DAY

*Mabel Standley Marston, Mason City, Iowa*

WHEN THE NEWS came over the radio that Dr. Ray Latham had passed away, it seemed that it just could not be. I thought of another day in July—his boyhood day. I like to remember him as I saw him then: just a plain country boy in blue overalls, blue shirt, and a broad brimmed hat.

On this particular afternoon he was helping his father put hay into the barn. He stopped his work when I drove into the farmyard and came to tie my horse. As he took the hitching strap from my hand, he said in the characteristic drawling voice,

"I'll tie up your old nag." Then he laughed, and I laughed too.

By the time I had finished my neighborly errand, the hay was stored away in the loft. Ray was standing in the empty hayrack, ready to return to the field. While his father was drinking at the well, his mother came out of the house and said in an undertone, "Papa, you'll have to watch that boy in the hay field. He is working too hard in this awful heat. He never knows when he has done enough."

I always looked back, when I drove away from the Latham farm, the setting was so peaceful. A by-road led to the homestead, which was back some distance from the main road. This by-road cut through a spacious meadow land. The tall white house nestled in the green of the tall trees. There was a certain way of living in that house—that was the most essential thing about it. There was reverence for God and a voluntary respect for parental authority. A large red barn, a landmark of thrift, completed the picture. So I always looked back when I drove away.

I rather suspect that by now, the big meadow has been measured into city lots, and the little by-road that joined the dusty highway has become a busy street.

It is not so difficult to evaluate the years of work in the life of Dr. Latham, for he kept the home tempo wherever he went. He always remembered his friends, and never forgot his manners. His wit was kind and his good humor was always prerequisite to his sound judgment.

In later years, while our two daughters were students at the IOWA STATE TEACHERS COLLEGE, I met him often. I wondered so many times how a boy so full of fun could become such a serious man. As I looked about the beautiful campus, I knew.

He did the work of several men, and seemed to renew his strength in the vision of things to be accomplished. Any teacher who becomes restless and discouraged should remember the youthful enthusiasm in the life of that great educator.

His work was not finished; for his plans were bigger than his own life. He went as far as he could physically, then passed on, as Newell Dwight

Hillis has said, "toward death, stored with latent faculties and forces."

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## HE TRUSTED HIS UNSHAKEN WILL

*Roland Merner, Attorney, Chairman of the College Relations Committee, Cedar Falls*

THE CEDAR FALLS Chamber of Commerce for many years has had among its various committees, a College Relations Committee, consisting in general of members chosen from the faculty and administrative departments of the college, together with an equal number of business and professional men in the city.

From the time Dr. Latham came to Cedar Falls, he was always interested in this committee and acknowledged the help it had given him. Although realizing of course that the college belonged to the State, he nevertheless felt that Cedar Falls was its home and that the interests of Cedar Falls were closely allied to it. Therefore, he was always interested in all civic projects and activities and was pleased to see members of the faculty taking an active part in civic affairs. Many people in Cedar Falls recall the help and counsel he gave them during the early days of the depression.

For a number of years it has been the writer's privilege to serve on this College Relations Committee as its chairman, and this brief tribute to Dr. Latham is made possible because of the meetings and conferences held with him during the period he was on the campus.

From the very outset, Dr. Latham realized the importance of the task before him. Confident of his own ability, but utterly devoid of egotism, he never hesitated to ask advice of those whom he thought could help him. Always before him was his unswerving determination to make this college the leader in its field. Many times he pointed out the necessity for high academic scholarship, the need for as thorough training in the profession of teaching as in the other great professions. He never was willing to compromise in any way that would interfere with this ultimate goal. So, I remember him first as an educator, one who wanted to give

to the people of the state the best-trained teachers possible for their boys and girls.

Then, he was a great administrator. I never knew him to shirk or shift responsibility. He was the President, the representative of the State Board of Education, and he alone would take the criticism or blame, and yet, when he was commended, it was some member of the faculty who had done an excellent job, rather than he.

His grasp of details was amazing. He knew not only what the faculty was doing, but the wages, hours of employment and duties of practically everyone in the employ of the college. As a result, he met various problems fully informed. Only those who worked with him in the new building projects, which he conceived and executed, can be aware of the extensive knowledge he had. Architecture, the newest in furnishings and equipment for students, all these matters he had available when he needed them. I can never forget the last "inspection trip," as he called it, that we made through the new Anna Lawther Dormitory. He knew every door, every room and the significance of the specially built student furniture, much of which he had designed himself. He felt that the girls of this state who were to be teachers should have the best equipment and environment possible.

Conferences with him were always stimulating. He never impugned the motives of others. Your own views were asked for and respectfully heard. When a decision was to be made there was no long philosophizing, no "ocean of words," but an unequivocal statement of his views. Here was a man who was unafraid, whose honesty and sincerity of purpose were his outstanding characteristics.

But with all his varied duties, he never forgot his profession. There will always be remembered the emphasis he placed on scholarship, the never ending study that is necessary for one who is to be a successful teacher.

Justice Oliver Wendell Holmes, many years ago, gave his intellectual creed to the graduating class of an eastern college. His words recall most forcibly the high idealism, the never ending quest for knowledge that characterized Dr. Latham. Because of him, I quote this creed in full:

"No man has earned the right to intellectual ambition until he has learned to lay his course by

a star which he has never seen—to dig by the divining rod for springs which he may never reach . . . . To think great thoughts you must be heroes as well as idealists. Only when you have worked alone—when you have felt around you a black gulf of solitude more isolating than that which surrounds the dying man, and in hope and in despair have trusted to your own unshaken will—then only will you have achieved. Thus only can you gain the secret isolated joy of the thinker, who knows that, a hundred years after he is dead and forgotten, men who never heard of him will be moving to the measure of his thought—the subtle rapture of a postponed power, which the world knows not because it has no external trappings, but which to his prophetic vision is more real than that which commands an army."

So, today, Dr. Latham rests in the city of which he was such a vital part. His ability, his integrity, his public spirit, are unquestioned. And in the years to come, this IOWA STATE TEACHERS COLLEGE will still be moving to the measure of his thought. For surely his unshaken will has achieved.

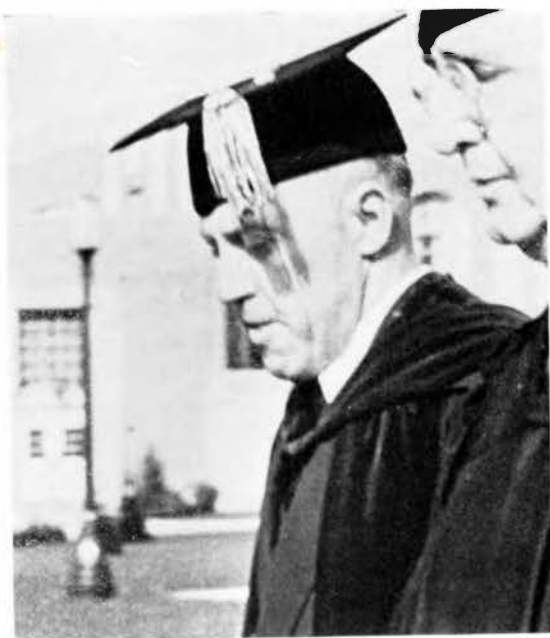
#### "YOUNG MAN, WRITE YOUR MOTHER"

★ The arrival of Dr. Latham in Cedar Falls to assume the presidency of TEACHERS COLLEGE and his reception by President Homer Seerley throw into sharp relief the lovable characteristics of both men.

The evening before he was to assume the presidency, Dr. Latham came to Cedar Falls by train, alone and unannounced. He stayed over night in a Cedar Falls hotel, and characteristically in the morning walked the two miles to the campus. Upon entering President Seerley's office, he introduced himself thus: "Good morning, President Seerley. I am Orval Ray Latham. I believe I am to have the honor today of assuming the duties as new president of this college."

Mr. Seerley rose to greet Dr. Latham, and with a wave of his hand in the direction of his chair, he replied, "Very good, Mr. President. I surrender to you the presidential chair, but I have one last order to issue as retiring president of the IOWA STATE TEACHERS COLLEGE. Young man, sit down and write a letter to your mother."





AT THE SIXTIETH ANNIVERSARY CELEBRATION

## THE FACULTY HONORS A GREAT LEADER

THE MARK HE LEFT  
CAN NEVER BE ERASED

*Dr. M. J. Nelson, Dean of the Faculty, Iowa State Teachers College*

PRESIDENT Latham's unexpected death was a tragedy of the first magnitude for the IOWA STATE TEACHERS COLLEGE. Tremendous progress had been made under his twelve years of wise and untiring leadership and we looked forward with confidence to a continuance of his service for fifteen or twenty additional years. Certainly this was not too much to expect in view of his splendid physique and his physical and mental vigor. His passing serves to emphasize the uncertainty of human life.

Aside from his personal magnetism certain characteristics which contributed to his outstanding success as a college administrator seem to me to be preëminent. The first of these was his very real and sincere interest in the happiness and welfare

of his staff. Probably every person on the campus heard him ask at one time or another and most persons heard again and again the question, "Are you happy?" Nor was this simply an idle question. On the contrary it was evident that the matter was of vital concern. So long as one person on the campus, whether laborer, student, instructor, or administrative officer, was not completely happy, it was a matter of consequence to our President. To make others happy he gave unsparingly of his time and effort. To be surrounded by a group of hard-working but happy people seems to have been one of his most cherished ambitions.

A grasp of details and a tenacious memory served him well in the multifarious phases of his activity. He seemed able to grasp at once what was involved in any proposition and to see all of its ramifications. Even more surprising was his memory for the ideas which his associates expressed, perhaps years before. This memory served him well in understanding the people with whom he worked and in predicting how they would react to suggestions for modifications of their procedures.

Definite convictions and courage to defend his convictions marked President Latham's actions at all times. He had developed a philosophy of life, a philosophy of education, and a theory concerning the proper education of teachers which stood him in good stead in making difficult decisions. Because of his courage and his convictions he never wavered in his course of action. Yet he had a way of doing things at the right time and in a manner which indicated extreme consideration for those who might prefer a different course. Many of his actions were postponed for months or even years while every angle was studied and all possible objections removed. Consideration of others at whatever cost to himself stood out in all his dealings.

During the last few months of his life it was evident that President Latham was often tired. Nor was this surprising when day after day found him working long hours at his many tasks. Those of us who saw him often urged him to rest and some of us believed that with the summer his work would be so lightened that he would take some time for recreation. Instead we have lost him, but the mark he left on this college can never be erased.



## HIS PERSONALITY MADE AN INDELIBLE IMPRESSION

*Dr. Emmett J. Cable, Head of the Department of  
Science, Iowa State Teachers College*

MY FIRST INTRODUCTION to Dr. Latham was at the close of the spring commencement exercises in 1928. I shall always treasure the kind, courteous, and truly sympathetic greeting which he accorded me as I bade him welcome to Cedar Falls, and wished for him a pleasant and successful tenure as president of the IOWA STATE TEACHERS COLLEGE.

Some personalities affect you but slightly, while others make an indelible impression which only time can obliterate. To the latter class belonged Dr. Latham. I knew immediately that I had discovered in him a genuine personality, a true friend, and a wise and tactful counselor. In a very short time he had endeared himself to the faculty, the student body and the friends of the institution by the magnetism of his personality, his unselfish service, and by his wise and sincere attitude toward all problems, whether student, faculty, or executive.

Upon coming to the campus his first concern was to create a great physical plant where teachers, students, and employees could find an ideal at-

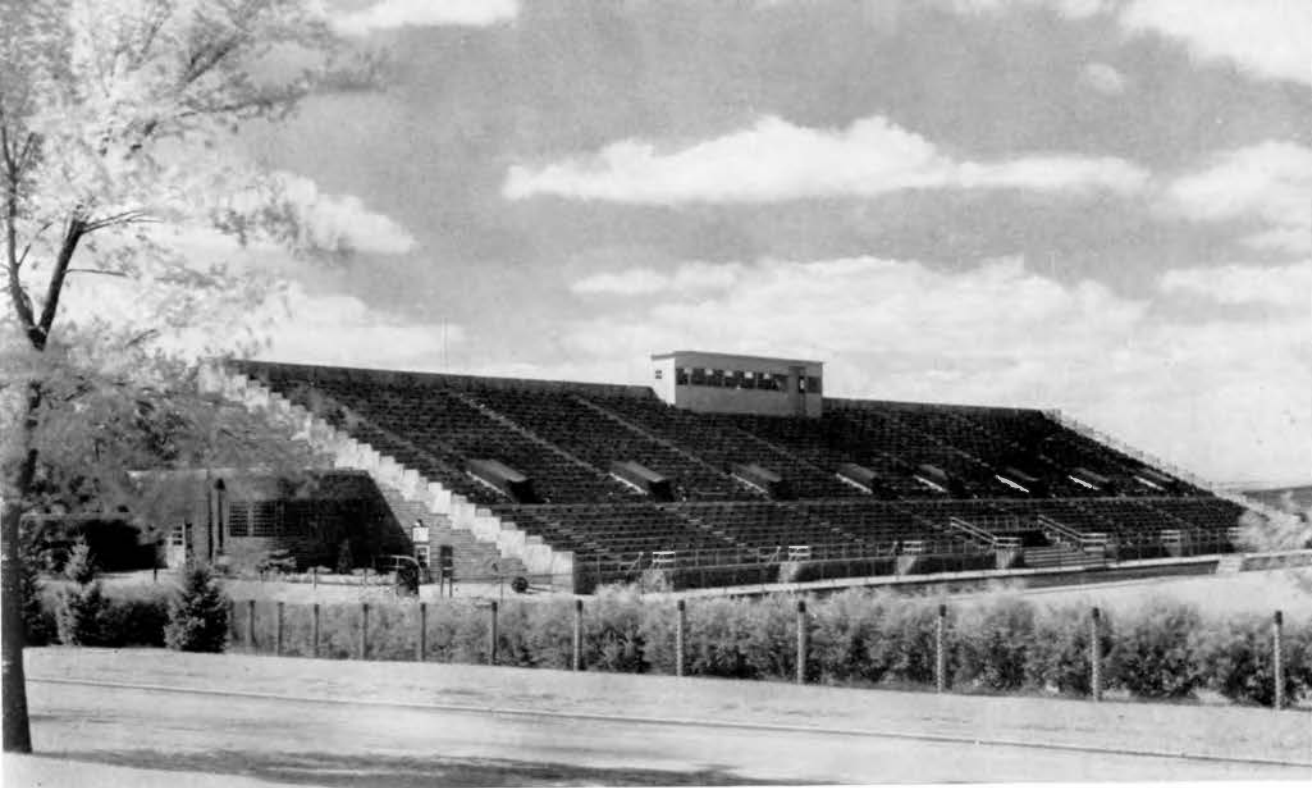
mosphere, a wholesome environment in which to work. The practical and artistic were to be of first consideration. New buildings rose, and under his masterful leadership, old classrooms were modernized, laboratories reequipped, offices rehabilitated and beautified, and a campus enlarged and beautified so that it has few equals.

But he was not content only with a well-ordered physical plant. His chief concern was in the securing of a well-trained faculty capable of turning out fully-equipped men and women who were sufficiently well-qualified to render efficient service. He sought constantly productive and inspirational classroom instruction. His philosophy of the teacher's part in fashioning finished products was far beyond that of merely acquiring information in some particular field of knowledge. He was of strong conviction that every teacher should constantly seek to inspire and motivate his students in the science and art of living. Each teacher must diligently and consciously direct students individually to formulate for themselves a more meaningful and refined program of culture, so as to be able at all times to direct their thinking and reading to wholesome and reliable sources of information.

For twelve years, Dr. Latham labored with an

WOMEN'S SWIMMING POOL





ATHLETIC STADIUM

unsurpassable industry and zeal that never fagged. Against the protests of many of his associates, he was wont, in addition to his taxing administrative duties, to take on many outside activities. His advice and counsel were widely sought. This willingness of endeavor and relaxing toil were to all of us who were associated with him but an outward manifestation of his deep consecration to the good of the college, and a real accomplishment of its mission as a factor in public education.

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**"I LIKE TO SEE A MAN  
GAINING AT EVERY STRIDE"**

*L. L. Mendenhall, Head of the Department of  
Physical Education, Iowa State Teachers College*

THE ATHLETIC STADIUM, the women's pool, tennis courts and improvements to the entire athletic plant are visible testimonies to Dr. Latham's interest in sports and the entire physical education program. He was usually present at home contests and many times he was in the stands at out-of-town games.

To Dr. Latham the entire credit must be given for the membership of TEACHERS COLLEGE in the North Central Athletic Conference and for inter-sectional contests in all sports. This made more attractive schedules and added interest to the entire program. But he was not satisfied with outstanding performance at the expense of scholarship. Suitable awards were made possible to the most valuable player with the highest ranking in scholarship and sportsmanship. One award was made to freshmen and another to seniors, which kept the importance of scholarship constantly before those in athletic work.

The College Band and Pep Club, which play equal parts with the athletic teams at intercollegiate contests, also saw radical changes in the past twelve years. They have shared equally with the athletes at the all-sports banquet held at the close of the year. Those in charge of this banquet last spring persuaded Dr. Latham to break his usual silence and talk to the boys, many of whom were graduating and would not return. He talked in his usual direct, personal way, reviewing what

had been accomplished and outlining what was yet to be done.

He told of the conference track and field meet held at South Dakota State the preceding week and of his pleasure in attending it. It was these unexpected visits that brought him so close to the lives of the athletes. It was in the stands that day that he said how he felt the need of rest and had driven alone to this meet for relaxation. After one race he remarked, "Wasn't that a wonderful quarter! I hate to see a man falter at the finish. I like to see him gaining at every stride as he crosses the line." I believe that was Orval Ray Latham's philosophy of life.

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### HIS CONTRIBUTION IS OUTSTANDING AND ETERNAL

*Ira S. Condit, Professor-emeritus of the Department of Mathematics and Commercial Education*

MY FIRST MEETING with President Latham was at the June commencement of 1928 after he had been chosen to succeed President Seerley. Our last meeting was in down-town Cedar Falls shortly before he entered the hospital. I shall always remember him as he was that morning, busy, buoyant, cordial in manner, and apparently the picture of health.

Between these meetings lie twelve years of personal and official contacts. He was always stimulating and helpful in considering recommendations and in suggesting improvement of policies. He was distinctly constructive, but insisted upon adequate reasons for proposed changes. If a recommendation did not meet with his approval, did not come within the budget or did not fit into the college program, he had clearly stated opinions backed by statistics to justify his decision. There were often differences of opinion; but I always left the president's office feeling that I had been given a fair and courteous hearing by one who had a well-considered plan for the constant improvement of the college.

Dr. Latham had an almost uncanny knowledge of what was going on in the college. He had an analytical mind, and not only kept in close touch with all college activities but had accurate records upon which he could draw for convincing information. Early in his administration he told me that

he had determined to keep all matters of college interest in record form so that he could give exact and complete answers to any question concerning his official actions. The college records will show that he followed this policy to the end, realizing keenly his responsibilities to the commonwealth.

It has been my privilege to work for fifty-four years in the schools of Iowa, forty-two of them in this college. During these years I have enjoyed the friendship and co-operation of a multitude of workers in the cause of education. Among these associations none stands out more clearly or is more highly prized than my twelve years of unbroken friendship with Dr. Latham. I cherish the memory of a Christian gentleman, unswerving in honesty, true to his well-considered judgments, faithful to his trust, sympathetic and helpful toward his fellow workers, a leader inspired by a vision of greater accomplishments in the profession which he loved.

In the hour of our bereavement we question the abrupt ending of such leadership at the prime of its usefulness. The answer lies with a higher power in the life beyond. Life is but a segment of a line from infinite to infinite and "That life is long which answers life's great end." Enough for us to realize that in the history of teacher training, and in the stimulation of thousands of men and women toward nobler ideals of service, Dr. Latham's contribution is outstanding and eternal.

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### HE KNEW WELL THE TRADITIONAL PROBLEMS

*Dr. H. A. Riebe, Professor of Education, Iowa State Teachers College*

THOSE WHO CAME to know and work with President Latham admired and loved him for his tireless devotion to his chosen profession.

The president's typical greeting was extended with such genuine sincerity, in his own quiet, deliberate manner, that any possible reserve or timidity on the part of a first-time caller immediately vanished. The visitor unfolded his problem, while the president studied each detail and then quietly but vigorously made his decision. The business completed, the president's "Good-bye—won't you—please—come—again" sealed the inter-

view, and the visitor marvelled at the quiet, easy efficiency of the man behind the desk:

Administrative problems, numerous and varied, were handled in keeping with a policy that was both exacting and elastic. When committees were appointed general goals were stated, authority was delegated, and when the work was admirably completed, generous praise followed. Persons failing to abide by preestablished standards, which conformed to the best policy in school administration, were referred to such standards and held strictly accountable in later transactions. Such is the practice of great administrators of all time.

As a thorough student of education, President Latham was well acquainted with the traditional problems of higher learning. For example, his confident, firm, and able handling of problems growing out of the housing of students mirrors the experiences of college heads from the days of Medieval Bologna, Paris, and Oxford, and supports with vigor the age-old thesis that the college is primarily established for the purpose of "passing on the racial heritage and developing the talents of those who enter the halls of learning." All other problems were secondary and were considered as such.

President Latham was recognized by national leaders in education as a student of the curricula of teacher training. His contribution to the advancement of this most difficult phase of teacher training stands as evidence of his devotion to the methods of science as applied to education. His thinking and his actions were obviously based upon factual evidence rather than emotion, and wishful thinking played no part in his decisions.

A firm believer in recreation and play for others, the president gave generously of his time and attention in building for the benefit of the students the excellent facilities now available on the campus.

Thus our friend, Orval Ray Latham, was at one and the same time administrator, student, counselor, and friend of all who were in any way interested in raising the standards of teacher training.

## THE FACULTY REMEMBERS HIM

*Dr. Marshall R. Beard, Associate Professor of History, Iowa State Teachers College*

MORE THAN a third of the present faculty came to the campus during the administration of President Orval Ray Latham. It is difficult for this large group to visualize the college under other leadership than that of Dr. Latham, for, in a special sense, it has in the recent past been so wholly his institution. Every activity connected with the college was guided directly or indirectly by him.

A visitor to the campus is impressed with its ordered beauty, the well-planned new buildings, the excellent repair of even the older buildings, and the splendid equipment in general for teaching. With a few notable exceptions, the physical facilities are excellent for the work of the college. A tremendous share of credit goes almost solely to Dr. Latham. It has been fascinating to watch the campus taking shape under his hands.

The visitor will not be able to discern so readily Dr. Latham's work in curricular and instructional improvement. Nevertheless, developments here have been just as positive and definite as those in the physical plant. To the members of the faculty, the curricular and instructional progress is of first importance. Dr. Latham worked for the best that could be secured in instruction. The faculty was never allowed to forget this demand.

Dr. Latham made many visits to other campuses on surveys and investigations, and he always passed on to the faculty for action many new ideas for the advancement of TEACHERS COLLEGE.

The younger members of the faculty seldom met the President in his office in an official capacity. This did not prevent them from feeling the positive interest which he had in the work of the individual faculty member. His knowledge of what was being done on the campus proved a shock on more than one occasion. His interest in detail was always in evidence, yet his ability to see the details as a part of a large plan was equally evident.

The faculty, especially, will miss his leadership; but because of his wise direction they will be equally ready to take the college to new heights under new leadership.





## STUDENTS LOVED HIM

HIS INSPIRATION  
WILL ALWAYS REMAIN

*Paul R. Weaver, B.A. '38, teacher, Cedar Falls, Iowa*

IT WAS THE duty of a frightened freshman in the spring of 1933 to talk to Dr. Latham concerning business for the Old Gold. As the clock at the Crossroads neared the hour of the appointment, the quiet freshman went down the Administration building hall, through the president's big doorway, and across the cushioned carpet to Dr. Latham's office. A large man arose, reached across that now familiar row of well-sharpened pencils on the polished desk to grasp the hand of the jittery freshman. And all the poise, and confidence, and dignity that was Dr. Latham went along with the handclasp as he said, "How do you do, Mr. Weaver. Won't you sit down?" The frightened freshman recalls little more of what was said, and even less of the business which prompted the visit, but he went out of the president's office that day with an undying respect and admiration for the personality which occupied that office.

One evening at a dinner this student, at last a senior, was seated by Dr. Latham. Always acquainted, it seems, with every event, he turned and said, "Paul, I understand that you are going to teach downtown next year. Well, now, that's fine."

With much questioning, Dr. Latham recited the story of his first job, of his coaching, and teaching, and salary. "My greatest regret," concluded Dr. Latham, "was that I never taught school for forty dollars a month." This would have been a strange regret for most men, but not for Dr. Latham, who would have sincerely desired it as part of his personal experience.

For the spring commencement in 1938, Dr. Latham elected to address the graduates himself. The seniors were unanimous in their pleasure at having an old friend rather than a stranger, speak to them. To some of the students in the front row who knew him well, it appeared he leaned forward to smile and cast a boyish wink. Again the subject of his discourse has faded, but the charm and inspiration of that smile and handclasp as the degrees were conferred remains as always.

HIS TALL FIGURE WAS WOVEN  
INTO OUR MEMORIES

*Gwen Wescott, B. A. '37, Girl Scout executive, Kansas City, Missouri*

DR. LATHAM'S death takes a poignant bit of TEACHERS COLLEGE away from us alumni who have woven his tall figure into our memories of undergraduate days.

We will all remember his talks in the crowded auditorium when, leaning on the speaker's stand, he began, "My friends of the student body . . ." We'll remember, too, the time he offered ten dollars for a good trombone player for the band, the send-off he gave the football teams, the pride he took in scholastic recognition days, the night he said, "By the power vested in me . . .," and then passed us our sheepskins.

And we alumni, learning in a business world that trivialities sometimes befog real progress, have built into our hearts even a deeper respect for the college president who in ten years added so much of beauty and utility to the campus, and who had the courage to celebrate sixty years of college existence with an objective survey of the past.

Personally, I will remember the human touch that made Dr. Latham hide a smile when he caught us singing a silly song over a box of annuals, the

blue-penciled corrections he put in our carefully prepared College Eye copy on important stories, the way he rose and shook hands in his office before giving out a story or showing another in the long line of blueprints, and meeting him on the campus late one misty night and hearing his dignified and friendly, "How do you do, my young friend," before he vanished once more into the campus which holds today so much of himself.

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## THE DEVOTION OF HIS EVERY HOUR

*Rosemary Johnston, B. A. '39, Waterloo*

ANYONE CAN SEE progress. Any one can stand by while bricks are laid. Any one can watch growth. To do the planning for that progress, and to supervise that growth is something else again. That takes devotion, sacrifice, and an interest in human development.

It means searching for the best way to lead a group of students, faculty, and business associates; finding a way of progress and achievement, and still retaining a friendly, human pleasure in those being served.

It takes no searching in a student memory to remember always a man who took delight in each daily event as he went ahead with inspiration to form personalities, bricks, glass, and clay into the ever-growing institution which surrounded him. It takes no searching to remember a cheery, "Good afternoon, and how are you." It takes just that to make a student feel at home at a school where the president took daily walks around the campus.

Go to the IOWA STATE TEACHERS COLLEGE campus, students, alumni, and townspeople. See there, if you will, success, reckoned in the cold material terms of buildings, curricula and educational improvements.

See there, if you will, a plot of quiet and beauty—a modern, well functioning unit in education that retains a singular simplicity and peace.

But see there first, I beg of you, the very foundation of service—sacrifice. See within each achievement the light of a human life, the life of a man who gave everything in order that the sparks from his dreams and devotion of his every hour might set new fires in life to come.

## WITH GREAT JOY WE WATCH VISIONS BECOME REALITIES

*Francis Suter, B. A. '36, Syracuse, New York*

IT IS IMPOSSIBLE to disassociate my fond memories of life on the campus from the commanding figure of the late president. He rarely spoke before the student body or any section of it without confiding his dreams for TEACHERS COLLEGE, and it is with great joy that all of us watch these visions become realities.

If he had contributed nothing else to the lives of those who knew him than his bigness of purpose and devotion to his ideals of life as it can be lived, he would have served the state and nation well.

He improved the instructional facilities and ironed out details of administration, and he provided every cultural advantage within his power. One of his real pleasures was to stroll about the campus appreciating its beauty, but still visualizing improvement. Often he stopped passersby to chat about his plans and to secure their reactions.

No one who praises Dr. Latham for his devoted service can overlook the splendid cooperation which he merited from everyone; but even so, the TEACHERS COLLEGE of the future will serve as a living monument to the man with whose spirit and very life it is imbued.

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## HE UNDERSTOOD

*Orville, B. S. '37, and Jane Nichols (Jane Blowers, B. S. '35)*

DR. O. R. LATHAM was the kindest and most understanding friend I shall ever hope to know. He will always be remembered as a great inspiration to all who knew him.

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"WITH LOTS OF BIG BASS DRUMS"



## HIS LIFE WAS NOBLE

*Mrs. Ralph Oswald (Marie I. Lennox), El. '35, North Bonneville, Washington*

I WISH TO WRITE these few lines in memory of Dr. Latham as my high school superintendent and college president. He smiled when he presented my college diploma to me in August, 1935, and said in a deep voice, "How are you this evening?" Dr. Latham's wise teachings, sincere devotion to the student's welfare, and his noble life will always be remembered.

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## HE MET ALL OBSTACLES ON THE SQUARE

*Josephine Conklin, B. A. '39, teacher, Iowa Falls, Iowa*

DR. LATHAM delivered the commencement address at Nashua High School the year I was graduated, 1932. I made his acquaintance then, which he remembered, and I had the pleasure to recall the above incident at the reception for graduates last August, 1939.

His life as a temple of education; his character as firm as the foundations of the buildings he planned; his mind as advanced as the architectural structures he left on the campus. His personal traits will linger with both faculty and student body. To me, his life will always be an inspiration to meet all obstacles on the square.

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## WE WILL WEAVE OUR PATTERN FROM HIS

*Mrs. Robert M. McDowell (Mary D. Anderson) B. A. '32, Denver, Colorado*

AS ONE WHO has been privileged to graduate from the college of which Dr. Orval Ray Latham was president, and to work in his office for three years, I wish to say to the alumni of TEACHERS COLLEGE that for us President Latham will live forever because of his unceasing efforts on our behalf. Our memories have been enriched by his loving friendship; our campus has been made a "fairyland" because of his desire to give us the happiest and most pleasant place in which to work and play and grow;

and our academic training has been the very highest under his leadership. A lasting tribute to President Latham can best be expressed by weaving the patterns of our own lives on the basis of honesty, kindness, patience, loyalty, and perseverance, that we may live for others as he now lives for us.

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## HIS GREATNESS WAS PERSONAL INTEREST

*Mrs. John S. Brinkman (Mary Howell), B. A. '34, East Orange, New Jersey*

DR. LATHAM will be remembered as the man whose ceaseless efforts have been largely responsible for making TEACHERS COLLEGE one of the outstanding colleges in the United States.

And yet, several thousand students will remember him not as a great educator, not as a man who built great buildings, but as a great man who had the ability to shoulder his many duties of a college president, and still have the time and interest to be a personal friend.

He had the respect of every student, and yet the ability to enter a group of students and be one of them, laughing and joking with them. Students were individuals to Dr. Latham, and he was sincerely interested in their problems. We considered him a real friend.

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## HIS DEVOTION WILL SERVE AS A MODEL FOR THE SPIRIT OF TEACHERS COLLEGE

*Jerome Cross, B. A. '38, Metropolitan Life Insurance Company, New York City*

FOREMOST and longest lasting in the memory of the many who came in contact with TEACHERS COLLEGE and with Dr. Latham during his twelve years there is not any record in black and white of the raising of standards of teacher preparation, nor of the manifold curricular improvements, nor of the vast expansion of the physical plant—the buildings and grounds in which he took such pride. Foremost in memory is the keen personal interest which Dr. Latham possessed and so unselfishly



manifested for every past, present, and future student.

And in the memory of many there will surely stand out some short conference in which Dr. Latham postponed for a short time some pressing matter of college business, to devote himself wholeheartedly to the problem presented by a student. And by those students whose problems or activities did not take them to Dr. Latham, this same unselfish quality may be recalled in his plain and hearty "How do you do," a phrase with which he refused to allow the ever present pressure of his position interfere.

His devotion to a cause, but with recognition of the equally important personal aspects of that cause, may well stand as a model for "the Spirit of STATE TEACHERS COLLEGE."

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### HE INSTILLED IN US THREE GREAT PRINCIPLES

*Marcella Colburn, B. A. '34, teacher, West High School, Waterloo, Iowa*

AS A DAUGHTER OF parents who had known Mr. Latham well in his younger days, when he offered the animation for the town's social festivities, I experienced at TEACHERS COLLEGE a full realization of the splendid comments concerning Pomeroy's superintendent, which had been reiterated so often in our home.

In this small Iowa town, Mr. Latham gained recognition for his winning debate teams, his undefeated basketball squads, the school's enviable scholastic standards, his visible improvement of a high school library, his fair disciplinary measures, his unique power of understanding young people and their experiences—all to be climaxed by his being remembered as a gentleman who had instilled in his students three of the greatest aims of any teacher: a love for American ideals, a better understanding of individual abilities and opportunities, and a sincere appreciation for higher education.

Whether it was in his executive office, at a "Washington Prom," in his own home, or on the college campus, Dr. Latham was loved by all as a democratic, clever, tolerant, and personal friend

who was sincerely interested in each student as an individual.

And in deepest reverence, may we remember these words from Shakespeare:

*His years were young, but his experience old;  
His head unmellow'd, but his judgment ripe;  
And in a word (for far behind his worth  
Come all the praises that I now bestow)  
He was complete in feature and in mind  
With all good grace to grace a gentleman.*

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### HE WILL BE WITH US ALWAYS

*Armin Graber, B. A. '37, teacher, West Union, Iowa*

IT SEEMS JUST yesterday that the class of '37 listened for the last time to our beloved "Prexy," and now, suddenly, we won't ever be able to hear him again. We miss him.

Some of us knew him well, others not so well, but everyone knew how intensely he was interested in us all, how tirelessly he labored that we might have the best he could provide for us.

We need but close our eyes to see him—behind his desk, absorbed in his many duties, yet never too busy to listen to our troubles—walking in the halls, ready with a friendly smile or stopping to chat a moment—addressing us at convocation—enjoying with us a brisk, sunshiny football afternoon—strolling about the campus of a Sunday morning. He hasn't really gone, for his inspiration, his example, and his influence will stay with us always, as will the influence of the college he loved so well.

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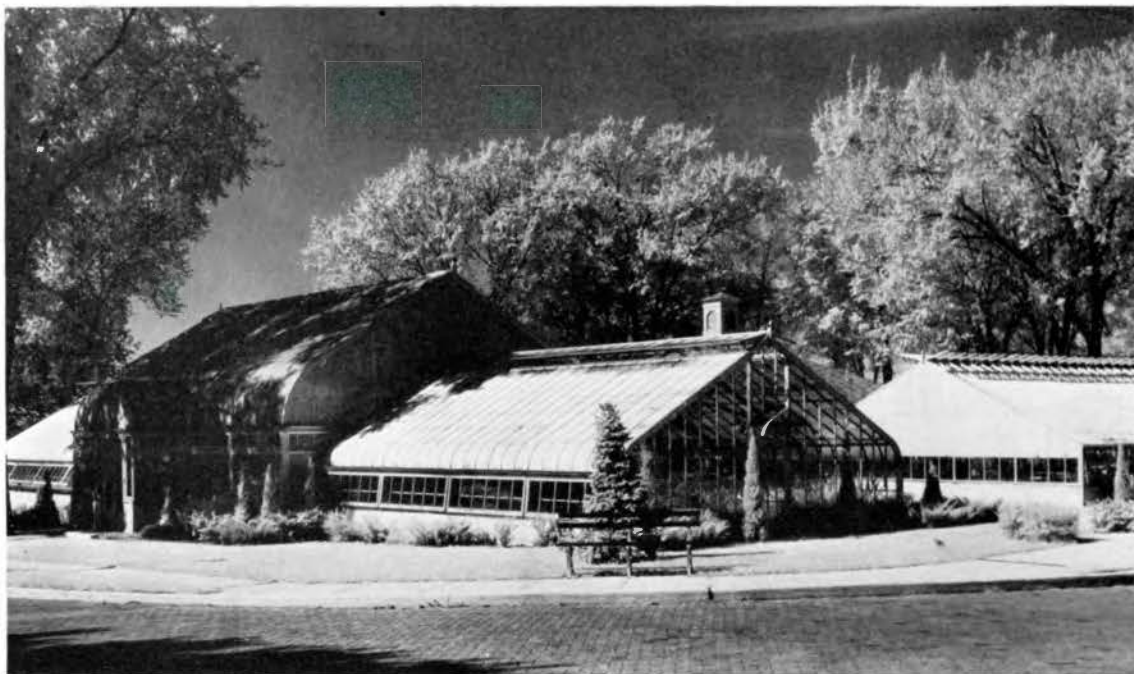
### THIS LIVING RECORD IS THE GREATEST TRIBUTE

*John G. McDowell, B. A. '31, principal of the High School, Algona, Iowa*

I BEGAN MY CAREER as a college student the same year that Dr. Latham came to the campus. Thus I was able to see at first hand the start and early development of his program for the college.

Some men achieve a reputation for accomplish-





THE COLLEGE GREENHOUSE

ment in the educational world by taking charge of an institution whose reputation is at low ebb and by restoring that institution to life and vigor. Dr. Latham had a different and, in a sense, a more difficult task, for he came to head a college which already occupied a top ranking position in its field. As a student and as an interested graduate, I have watched growth and progress during Dr. Latham's administration in faculty personnel and organization, curriculum organizations and content, grounds and buildings, student organization, public relations, and service to the public schools of the state and nation. These things are evidence of a high degree of competence, of devoted service, and of an ability to transmit ideas and dreams into workable programs.

TEACHERS COLLEGE had become the life work of Dr. Latham. The record shows that the college maintained and enhanced its position of leadership in its field under his guidance and inspiration. I believe that this living and lasting record of his work is the greatest tribute that can be paid to Dr. Latham.

#### HE WAS A GREAT LEADER— AND A FRIEND

*R. W. Kettler, B. A. '36, graduate assistant, University of Illinois, Champaign*

TO HAVE KNOWN Dr. Latham, to have been a part of the student body during his regime, and to have been more closely associated with him as an employee of TEACHERS COLLEGE has been one of the greatest privileges of my life. It is difficult to express adequately the sense of personal and public loss.

Dr. Latham was a busy man. The IOWA STATE TEACHERS COLLEGE of today is evidence of that fact. However, he was never too busy to pause for a moment to offer a few words of encouragement or friendly advice. His many helpful suggestions and kindly interest have been and always will be a source of inspiration.

And his devotion to education and to the great institution which he served as president will immortalize him in the hearts of all who knew him. The growth and development of TEACHERS COL-

LEGE during the twelve years of his regime will stand forever as a monument to the greatness of this educational leader whom I was privileged to call "friend."

### WE ENJOYED A RARE EDUCATIONAL OPPORTUNITY

*Jean Sloan, B. A. '37, teacher, Cherokee, Iowa*

DR. LATHAM was kind and gracious; he was tolerant and open-minded; he was unselfish in his untiring efforts; he was noble in his ideas.

He left much on the campus to immortalize his splendid administration. Those who never had the privilege of knowing him personally will know him through his contributions to the progress of the college. As president, he wanted to see the institution grow into one of high efficiency and pleasant, wholesome activity.

But the real growth came in the development of pride and respect in the students for a rare educa-

tional opportunity. The kindly interest and earnest unselfishness of the president radiated in its quiet way to all who knew him.

### I'LL DO WHAT I CAN TO HELP YOU

*Russell M. Hackler, B.S. '32, Athletic Department, Beloit College, Beloit, Wisconsin*

PRESIDENT LATHAM was always one of the finest friends I had in the four years I attended TEACHERS COLLEGE. His interest in every individual student was to me one of his outstanding characteristics.

One particular incident stands out strongly in my memories of him. I was walking down the hall one day and happened to meet Dr. Latham. After the usual greeting he asked how I was getting along in school. I told him that I would not be on the campus next term as I was having difficulty with finances. Being a sophomore I was not

THE HEATING PLANT





THE COLLEGE LAUNDRY

eligible for a student loan. Dr. Latham looked at me for a moment and then said, "You come around to my office and I'll see what I can do to help you." I saw him several days later in his office, and he had arranged for a loan, so I was able to finish the year and, several years later, to receive my degree from the college.

Upon returning to the campus every year for homecoming I have always looked forward to that moment's chat that I was able to have with President Latham, and to hear him drawl, "Well, hello, Russell," as though he were really happy to see me back.

#### HIS FRIENDLINESS WAS REAL

*R. D. Huntoon, B. A. '32, engineer, Hygrade Syl-  
vania Corporation, Emporium, Pennsylvania*

DR. LATHAM came to TEACHERS COLLEGE during my second year. I am sure it was immediately evident to everyone that a new driving force was accelerating progress throughout the whole institution. The marked improvement and extension of the physical plant that took place in the few short years of his administration is a monument to Dr. Latham's ability, energy, and enthusiasm.

Yet this achievement has been eclipsed in many eyes by a much more important though less obvious one. From the first he made a vigorous attempt to raise the teaching standards of every department by acquiring new faculty members of evident ability, by encouraging, sometimes demanding, advancement of every member of the staff, by encouraging every attempt at individual or cooperative

research, and finally by the appointment of a committee to observe and report the quality of instruction in every department.

But his friendliness, his willingness to cooperate with every member of the staff and student body, and his evident desire to make the whole institution a single, smoothly-functioning unit, engendered in everyone the respect necessary to the achievement of the progress made during his administration.

#### WE CAN THANK HIM

*Charlotte Steinkamp, B. A. '39, teacher, Tipton,  
Iowa*

AN INTERVIEW with Dr. Latham was nothing to make us students uneasy. He was our friend.

Words came easily for us as he sat there behind his desk, his fingers toying with a carefully sharpened pencil, his chair tilted back at a comfortable angle, his entire attention given gladly to our problems. And when, at the end, he said, "You may be sure that we'll do everything we can to help you," we knew that he said it with a sincerity that came from a deep love for his work as an educator, and from a realization of the importance of the individual.

Now that we are out of school and are sorting from the vague mass of our education those principles that we want to keep with us, we can thank him for showing us how to meet with humility and kindness the responsibility man has for his fellow beings.

#### HE DIDN'T WANT US TO FEEL LONELY

*Garrett Lenhart, B.A., '32.*

HAVING WORKED AS A reporter for daily newspapers and press associations during my years at TEACHERS COLLEGE, I was probably closer to him than most of the students who attended during 1929-1933. He was always alert to student problems and appreciative and considerate of them, whether they were scholastic, personal or otherwise.

Meeting him later at alumni meetings, I found that Dr. Latham was always interested in what the graduates, especially those of years ago, thought of the school which was now TEACHERS COLLEGE



rather than the Normal School which they knew. Their criticisms, if any, he was glad to receive; their commendations he received modestly.

Dr. Latham's kindly nature towards his students, I believe, can be no better expressed than by repeating the statement he made to the 1929 fall freshman class, one year after he became president of the school. He said "I don't want you first-year students to feel lonely and out of place. I, myself, am only a sophomore."

### HE WAS NEVER TOO BUSY TO HELP ME

*Margaret Schrubbe, B. A. '33, Ford Special School,  
Dearborn, Michigan*

CAMPUS GROUNDS were landscaped, old buildings were made new, student centers were built, beautiful dormitories were constructed, faculty members were inspired to better teaching, and students felt a higher pride in a worthy school—all through the guiding efforts of an administrator who won the full respect and cooperation of the groups with which he worked.

Keen, ambitious, courageous, and strong, and sure in his purpose, Dr. Latham lived in a changing world in which he directed the policies of a great educational institution. Modern and progressive in his ideas, he built for the future on a foundation of the enduring and good things of the past. Common sense was not the least of his qualities.

Dr. Latham's influence, however, was much greater than could be measured by physical changes in a campus or by increased opportunities for social life in a school. Sincerity, directness, and interest in the student as a person swept aside the barriers which ordinarily stand between the college president and the lowliest freshman. A reception in the president's home was not an affair of cool formality, and homecoming time gave graduates a chance to see again the heartening Latham smile—a grin which broadened until it lit up his whole face.

He left his mark not only on the town of Cedar Falls and on the students of TEACHERS COLLEGE, but also in the field of American education. However, I shall long remember him as a friend who

was never too busy to help me and who was in a measure responsible for my present happy position in the teaching profession.

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### AN UNSURPASSED RECORD

(Continued from page 2)

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members of the faculty elected by their colleagues, has been organized to expedite the transaction of faculty business.

#### FACULTY REORGANIZATION

A complete revision of the system of ACADEMIC RANKING of members of the faculty has been effected, in accordance with the practice of the better institutions of higher learning. The ACADEMIC AND PROFESSIONAL TRAINING of the members of the faculty has been definitely increased. In 1928-29, 11.5 per cent of the members of the faculty held the earned doctorate; in 1939-40, this percentage had been increased to 30.7 per cent.

#### CURRICULAR REORGANIZATION

All subcollegiate courses have been discontinued. Five two-year curricula in the fields of arts, manual arts, home economics, commercial education, and consolidated school education have been discontinued. The degree of Bachelor of Arts has been substituted for the former degrees of Bachelor of Arts in Education and Bachelor of Science in Education. The remaining two-year curricula and all four-year curricula have been revised with the objectives of preventing overlapping of courses or duplication of effort, lessening of the amount of required professional work, increase in the provision for general education in the freshman and sophomore years, increase in the provision for special education in the junior and senior years, and the elimination of nonfunctioning majors and minors.

#### THE STUDENT BODY

THE PHYSICAL NEEDS of the students have been conserved by the reorganization of the health service, by provisions for the best of housing conditions, and by added emphasis in connection with required physical education upon the health and recreational needs of the students.

(Please turn to page 32)



# A LIFE OF SERVICE

**O**RVAL RAY LATHAM, for twelve years president of the IOWA STATE TEACHERS COLLEGE, was the third director of the institution's destinies, following Homer Horatio Seerley. He was born on a farm near Boone, Iowa, April 13, 1890, the son of pioneer Iowa settlers, David Harrison and Mary Frances Wane Latham.

## EDUCATED IN IOWA

He attended the elementary schools of Boone and was graduated from the Boone High School in 1907. His collegiate alma mater was the University of Iowa, from which he received the Bachelor of Arts degree in 1911. He was awarded the Master of Arts degree in 1919, and the Doctor of Philosophy degree in 1928, both from the University. In his graduate work his major subject of study was education, with minors in educational psychology and modern European history.

On June 5, 1913, he was married to Helen Fern Waldron of Iowa City, Iowa. She also received a Bachelor of Arts degree from the University of Iowa. They had two children, Shirley Laurene, now a student at the University of Chicago, and Raymond Waldron, who last year completed a medical course at Harvard University.

Dr. Latham began his teaching career as superintendent of schools in Coggon, Iowa, during the year 1911-12. During the following five years he held the superintendency of the Pomeroy, Iowa, schools. Steadily advancing in Iowa education, he became superintendent of schools at Ida Grove, a position he held from 1917 to 1921. The following year he accepted the superintendency at LeMars.

## WIDE EXPERIENCE

Leaving Iowa for an interval, Dr. Latham in 1922 went to Duluth, Minnesota, as assistant superintendent of schools in charge of elementary education and director of the Bureau of Research. In 1924, he accepted a professorship in the School of Education of Ohio University, Athens, and in 1926 he was made director of teacher training at Ohio University. During his three years at Athens, Dr. Latham continued to serve as a research consultant for the Duluth public schools.

In 1927, Dr. Latham returned to the University of Iowa to complete work on his doctorate. The following year he came to TEACHERS COLLEGE as president.

During his years as president of TEACHERS COLLEGE, Dr. Latham found time for many professional activities advancing the cause of education. He served continuously as a member of the Iowa State Board of Educational Examiners from 1928. As a member of the North Central Association of Colleges and Secondary Schools, he served on the committee on the Revision of Standards from 1929 to 1934. In 1930-31 he was selected as one of a committee of three of the association making a study of private schools of music and art in the association's territory.

## NATION-WIDE RECOGNITION

He was a member of the commission of seven, appointed by the Carnegie Foundation for the Advancement of Teaching, New York City, to make a survey of tax-supported higher education in California. From 1935 until his death, he served as a member of the examining staff of six members of the North Central Association. In this work he assisted in examining thirty-five different colleges and universities over the association territory.

In 1936, he was a member of the teacher education staff of the Regents Inquiry into the character and cost of public education in New York. The following year he was appointed to serve on the Iowa Committee on Nursing Education, and in 1938 he was a member of the Governor's Commission appointed to evaluate the federal relief program in the state of Iowa for the five year period 1933-1938. He was an educational consultant for the Nebraska State Planning Board in 1939.

In addition, Dr. Latham held membership in many professional organizations, including the American Educational Research Association, Phi Delta Kappa, the National Society for Study of Education, the National Society of College Teachers of Education, the Department of Superintendence of the National Education Association, and Kappa Delta Pi. He was also a member of the Masonic organization and the Rotary club.

# You Were a Big Leaguer!

By EDWIN MOORE, jr., sports editor, WATERLOO DAILY COURIER, from "Off the Cuff."

**H**E WAS, by every measurement, a Big Leaguer. One engaged in the business of sports writing somehow finds it difficult to place a college president on a pedestal and keep him there long.



SPORTS FAN NO. 1

Dr. Latham was the exception to that rule. Likely as not the real reason for the high regard in which we and all others held the deceased TEACHERS COLLEGE president was his knowledge of our business; his keen insight into any problems which arise and

his thorough understanding of any given situation.

TEACHERS COLLEGE has grown tremendously during his regime, cut all too short. Its standards, educationally, have been raised. But it was the new spirit of the student body which gave him the greatest cause for rejoicing. He was one college president who realized and readily admitted that school spirit could be best fostered by high type teams in all branches of sports.

If he had done nothing more than greatly advance the cause of TEACHERS COLLEGE athletics, his stay there would have been more than worth while. But in the long view, it was one of the smaller fine pieces of work that he accomplished. But the athletic department at Cedar Falls, and the rejuvenated teams which now represent and will continue to represent TEACHERS COLLEGE, will be a memorial to him and one, I believe, that he would be most proud of.

## HE WORKED TOO HARD

IT WAS A TERRIBLE SHOCK, LEARNING of his death because, though a college president and an outstanding leader in the field of teacher education, he

was, for all that, very human and, when possible, he was "one of the boys."

He died too soon but after all the medical diagnoses are in and deductions made, those who knew him and knew his schedule will believe that he killed himself as he drained every ounce of his reserve energy in seeking his goal—the outstanding teachers college in the country at Cedar Falls.

Dr. Latham was, first of all, a sports fan and he looked on his athletics at Cedar Falls not so much as the president, and thus the maker of policy, but as a fan. He loved to win, the trademark of every true fan, but he tempered his desire to win with a swell blend of character and sportsmanship, the like of which isn't seen in every executive chair in our schools of higher learning.

## HE LOVED BASEBALL

DR. LATHAM LOVED BASEBALL and, while he admitted no preference for one sport over another, any casual conversation would, sooner or later, turn to the diamond sport. Frankie Frisch was his big league hero. Dr. Latham, in many ways, was a Frankie Frisch in the educational field. Endowed with ability and talent, he put those attributes to the most possible good.

He was the friend of the sports writers. I can think of countless little favors he has done me and others. And he didn't do them to build good will for the school which he loved so much as he did them because he was, down deep underneath, a sports writer at heart. He loved the thrill of the game. Things won't seem the same at Cedar Falls because Dr. Latham will not have his usual seat at the games, football, basketball, baseball or track.

Dr. Latham wouldn't like this piece. He was one of those rare persons who worked in the background, doing untold good for every person who came within range of a great personality.

He wanted it that way.

S'long, Mr. President. You were a Big Leaguer!

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## AN UNSURPASSED RECORD

(Continued from page 30)

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STUDENT INTELLECTUAL NEEDS have been increasingly served by the introduction of placement tests designed to serve as an index of the ability of entering students and as a guide in advising them as to their curricular and extra-curricular work, by the inauguration of a comprehensive system of educational counselling, and by the constant effort to improve the curricular offerings.

SOCIAL NEEDS have been met by the building of the Commons as a student social center, the appointment of a director of social life, and the organization of a definite and functioning social program reaching all students.

The organization of the Bureau of Religious Activities with a full-time director in charge has served to give impulse and purpose to the development of RIGHT MORAL ATTITUDES.

SCHOLARSHIP has continued to be encouraged and special recognition provided for outstanding achievement through the awarding of honors and of the Old Gold scholarship awards.

This in brief summary records the accomplishments of the period of President Latham's administration.

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## College Mourns Death of Beloved Teacher

*Editor's Note: Notice of the death of Miss Riggs came as this issue of the Alumnus went to press. A more complete account will be carried in the January issue.*

★ The death of Miss Sara M. Riggs, professor emeritus in the Department of Social Science, September 18, brought to an end a career of fifty-three years of loyal service to TEACHERS COLLEGE. The senior member of the faculty in years of service, Miss Riggs had contributed much to the problem of teacher training in Iowa.

Coming to the campus in 1881 as a student of the Iowa State Normal School, Miss Riggs completed a two-year course. The following year, 1882-1883, she served as librarian and faculty secretary. After she received the B.Di. degree in 1885, she taught for two years in Charles City.

She returned to her alma mater in 1887 as an assistant in English language.

She received a B.L. degree from the University of Michigan in 1894. From 1899 to 1922 she held the rank of head of the Department of History.

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*Don't Forget . . .*

### HOMECOMING

★ Space in this issue of THE ALUMNUS, of course, is at a premium, but the editors do wish to bring to your attention the fact that Homecoming this year, Friday, Saturday and Sunday, October 25, 26 and 27, will be the most ambitious celebration ever.

The "I" Club will get together. The women's physical education alumnae will play hockey and drink tea. Fraternities, sororities, and dormitories will hold open house. Student dramatists will present, "My Heart's in the Highlands," Friday, 8:15 p.m. The Homecoming dance is in the Commons, Saturday, from 8:15 to 11:15 p.m.

Be on hand for the game with the Kansas State Teachers College of Pittsburg at 2:00 p.m. Don't forget; the Panthers trounced the University of North Dakota this year 15 to 0!

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*At Des Moines . . .*

### THE ALUMNI DINNER

★ Attention, Teachers in Iowa! Your opportunity to meet the new president of TEACHERS COLLEGE, Dr. Malcolm Price, will come Friday evening, November 8, at 5:30 p.m., in Younkers' tearoom, when all loyal graduates attending the Iowa State Teachers Convention in Des Moines will gather for the annual alumni dinner.

President Price will be introduced by Miss Anna B. Lawther, member of the State Board of Education, and Dr. Price will respond with a brief greeting to the alumni.

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# An Alumni Calendar of Events

- THE HOMECOMING PLAY ..... October 24 and 25  
 ("My Heart's in the Highlands," by William Saroyan. The Auditorium, 8:15 p.m.)
- HOMECOMING ..... October 26  
 (Football, TEACHERS COLLEGE vs. Kansas State Teachers College of Pittsburg, 2:00 p.m. Homecoming Dance, The Commons, 8:15 to 11:15 p.m.)
- FOOTBALL ..... November 2  
 (TEACHERS COLLEGE vs. Morningside College, the Stadium, 2:00 p.m.)
- ALUMNI DINNER AT IOWA STATE TEACHERS CONVENTION ..... November 8  
 (Younkers' Tea Room, 5:30 p.m.)
- DAD'S DAY ..... November 9  
 (Dad's Day Luncheon, the Commons, 11:30 a.m. Football, TEACHERS COLLEGE vs. South Dakota State College, the Stadium, 2:00 p.m.)
- ADVANCE REGISTRATION FOR WINTER QUARTER .....  
 ..... November 11 to November 15 incl.
- CHICAGO AREA ALUMNI DINNER PARTY ..... November 16  
 (Chicago Woman's Club, 72 E. 11th Street, 6:30 p.m.)
- FOOTBALL ..... November 23  
 (TEACHERS COLLEGE vs. Simpson College, the Stadium, 2:00 p.m.)
- FALL QUARTER ENDS ..... November 27
- REGISTRATION FOR WINTER QUARTER ..... December 2
- CHRISTMAS ORATORIO ..... December 15  
 (The Auditorium, 4:00 p.m.)
- HOLIDAY RECESS BEGINS ..... December 20  
 (Instruction resumes January 6, 1941, 8:00 a.m.)
- OLD GOLD BEAUTY DANCE ..... January 24  
 (The Commons, 8:15 to 11:15 p.m.)





★ PREXY'S POND, THE AFFECTIONATE DESIGNATION GIVEN THE CAMPUS PRACTICE CANOE POND AND SKATING RINK.

★ THE IOWA STATE TEACHERS COLLEGE is now an institution of 26 principal buildings, a 130 acre campus, 160 full time professors, 1,800 students, and

17,000 living graduates. Approximately 110,000 persons have attended college here since the opening of first classes on September 24, 1876.

★ NEW BEAUTY, ADDED CONVENIENCE, SEVEN MAJOR STRUCTURES PROVIDED DURING DR. LATHAM'S REGIME.

